



# **Guidelines for Performance-Based Library Media Specialist Evaluation**



**2000  
Missouri Department of  
Elementary and Secondary Education**

## Foreword

As the Department of Elementary and Secondary Education, as individual school districts and as classroom teachers, Missouri educators are committed to excellence. The commitment requires that effective instruction and learning opportunities be provided for each of our students.

If our students are to perform well, it is paramount that our teachers perform well. We must share a clear vision of what excellence in performance is so that we can align our efforts toward achieving it - efforts which include more than evaluation, efforts which include improvement of instruction through professional development.

The work on this document began three years ago and is the culmination of the effort of a state-wide Performance-Based Teacher Evaluation committee. The committee received input from various organizations and individuals, focus groups, and a pilot study with over 35 schools participating. While the starting point is evaluation, the intent of the document is to help all of us move beyond concerns about competency and to focus on the more desirable goal of continual improvement and professional development so that we can ensure the academic success of each child who enters our schools today, tomorrow, and into the 21st century.

We thank those who worked so hard to see this work to completion. We are hopeful that the work produced will prove practical, allowing districts to adapt its content in full or in part as they go about their responsibilities for staff evaluation and growth.

Robert E. Bartman  
Commissioner of Education

# Acknowledgements

Missouri first passed legislation in 1983, which required districts to implement a performance-based teacher evaluation process. At that time, guidelines and procedures were developed. Those guidelines and procedures needed to be updated to meet the new requirements and expectations of today's educators. In February, 1997, a state-wide committee made up of teachers, principals, superintendents, university personnel, state department personnel, and state legislators had their first meeting. Many meetings later, after hours of deliberation, the following document was produced. The Department of Elementary and Secondary Education gratefully acknowledges the work of the Performance Based Teacher Evaluation Committee members as follows:

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# Statutory Authority for Performance-Based Evaluation

Following is the text of the statute that requires Missouri school districts to implement a performance-based teacher evaluation program (Library Media Specialist represents a specialized teaching role). Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to “provide suggested procedures for such an evaluation.” The first document providing suggested procedures and evaluation was made available to school districts in 1984. This document serves to revise the original document to better fulfill the intent of the existing statute.

*Section 168.128. Teacher records, how maintained-evaluations, how performed and maintained. -The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.102 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher's personnel file at the office of the board of education. A copy of each evaluation shall be provided to the librarian and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation.*

*(L. 1969 p.275§168.114, A.L. 1983 H.B. 38 & 783)*

## Executive Summary

This manual contains the philosophy and procedures of the Department of Elementary and Secondary Education's Performance-Based Library Media Specialist Evaluation Model (PBLMSE). This evaluation model has been constructed after considering recent research (Danielson, 1996; Glattorn, 1997; Peterson, 1995; & Manatt, 1994; MSIP Standards, 1999) and best practice. The model represents the work of a state advisory committee to link Performance-Based Library Media Specialist Evaluation with the Missouri Show-Me Standards (1994) state assessments, individual professional development, library media specialist (LMS) education standards, and ultimately, student success.

The committee considered the direct testimony of experts, discussing concepts and formulating ideas to develop an evaluation model that respects the roles and responsibilities of both LMS and administrator. It was important to develop a model that could be used to effectively evaluate LMS performance while encouraging professional growth. Developmental and reflective practice needs have been integrated into the model.

The new evaluation system is characterized by

- ◆ Both evaluative and professional development processes
- ◆ Self-directed professional development for LMS
- ◆ Clear criteria and standards, supporting the Show-Me Standards, student performance and assessment
- ◆ Clear procedures for the evaluation of performance
- ◆ An emphasis on training for both LMS and administrators; and
- ◆ A collaborative process which is necessary for the development of a learning



community.

These characteristics create a linked system which permits reliable and valid judgments to be made regarding LMS performance.

## Philosophy

A performance-based LMS evaluation system is critical to improving the Library Media Center (LMC) management and instruction, thus improving student knowledge and performance. Performance-based LMS evaluation is intended to assist administrators and LMSs in creating a learning environment in which students acquire and apply knowledge and skills.

A performance-based LMS evaluation system supplies information and feedback regarding effective practice, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals and supports a learning community in which people are encouraged to improve and share insights in the profession.

## Guiding Principles

This model does not establish procedural rights for the evaluation process. Each district must establish procedural rights based on local school district policy and school law. Beyond procedural rights, the following guiding principles are offered to districts as they begin developing their own performance-based evaluation instrument.

- ◆ The responsibility for staff evaluation and professional growth resides at the local school district level. This manual should be used as a starting point in the development of a district's evaluation system. The system should be developed collaboratively by the LMS and administrators.
- ◆ The Performance-Based LMS Evaluation model should have processes that address LMS evaluation and professional development. The LMS evaluation phase serves organizational decision-making purposes while the professional development phase supports the LMS in improving performance on an ongoing basis.
- ◆ Adequate time and opportunity should be provided for the LMS to grow professionally by participating in activities such as mentoring, peer coaching, working on professional teams, etc.
- ◆ Criteria should address both student and LMS behaviors. The central focus in developing an evaluation system is to promote student success.
- ◆ The process of the LMS evaluation and professional growth should allow for LMS reflection, LMS collaboration, and staff contribution to the learning community.
- ◆ A strong mentoring program, with proper funding and training, is essential for providing the necessary support and feedback for first- and second-year LMSs.
- ◆ Reliable evaluators are essential to the evaluation process. Evaluators should be trained in the skills of analyzing effective instruction, providing reflective conferencing, managing documentation, and providing leadership for LMS's

professional development.

- ◆ The system should provide for a connection between the evaluation criteria, student performance, school building goals, and district comprehensive school improvement plans.
- ◆ Sufficient orientation should be provided to acquaint LMSs with the district's evaluation and professional growth process and the specific criteria to be documented. Both district-wide and building-level meetings should be held to properly acquaint the LMS with the evaluation model.
- ◆ A post-observation conference should be conducted within a reasonable period of time following a observation. Data observed by the administrator/supervisor as well as other data that is provided by the LMS should be shared at conference time. The conference should include a discussion of the alignment between the media activities/management issues and the School Improvement Plan media center guidelines.
- ◆ All LMSs should have a Professional Development Plan (PDP) or a Professional Improvement Plan (PIP). The PDP will vary based on the classification of the LMS. Non-tenured LMSs in their first two years of teaching should develop a Professional Development Portfolio that documents all evaluation criteria. PDPs for non-tenured LMSs in years 3-5 may provide enrichment opportunities beyond the portfolio. Tenured LMSs will develop PDPs that allow for growth/enrichment related to specific criteria, building goals and the comprehensive school improvement plan.
- ◆ As LMSs develop their PDPs, they should pay close attention to the requirements for PCI, PCII and CPC certification.
- ◆ The local Professional Development Committee should serve as a resource to provide LMSs professional opportunities related to their individual PDPs.
- ◆ PIPs should be developed to assist LMSs not meeting district expectations.
- ◆ The administrator/supervisor is responsible for the management of the LMS evaluation and professional development phases of the PBLMSE. However, the process of data collection is a collaborative venture. The LMS and administrator/supervisor collect and discuss the data during conferences.
- ◆ The use of multiple trained evaluators may be appropriate and beneficial in some districts.

# Library Media Specialist Evaluation and Professional Development

PBLMSE consists of a LMS evaluation phase and a professional development phase. LMS's evaluations serve organizational decision-making purposes. Decisions about tenure are based on such evaluations. Evaluation of beginning LMSs serve as a means of ensuring that they have or are developing essential management and instructional skills. Evaluations also serve to reassure school boards that the quality of the teaching force is maintained. Non-tenured LMSs are formally evaluated on an annual basis. Tenured LMSs are evaluated on a five-year cycle, however, the administrator/supervisor may formally evaluate a tenured LMS as often as is deemed necessary. All LMSs should receive frequent "drop-in" observations each year.

The professional development phase provides feedback or information that encourages professional growth. Restructuring initiatives and higher standards for student success will continue to press the LMS to try new approaches in the media center. The school district's implementation of the Missouri Show-Me Standards and Missouri School Improvement Plan may mean that many LMSs will have to redesign their instruction and management activities.

The following definitions are provided:

**Professional Development** – a system designed to help the LMS improve on an ongoing basis.

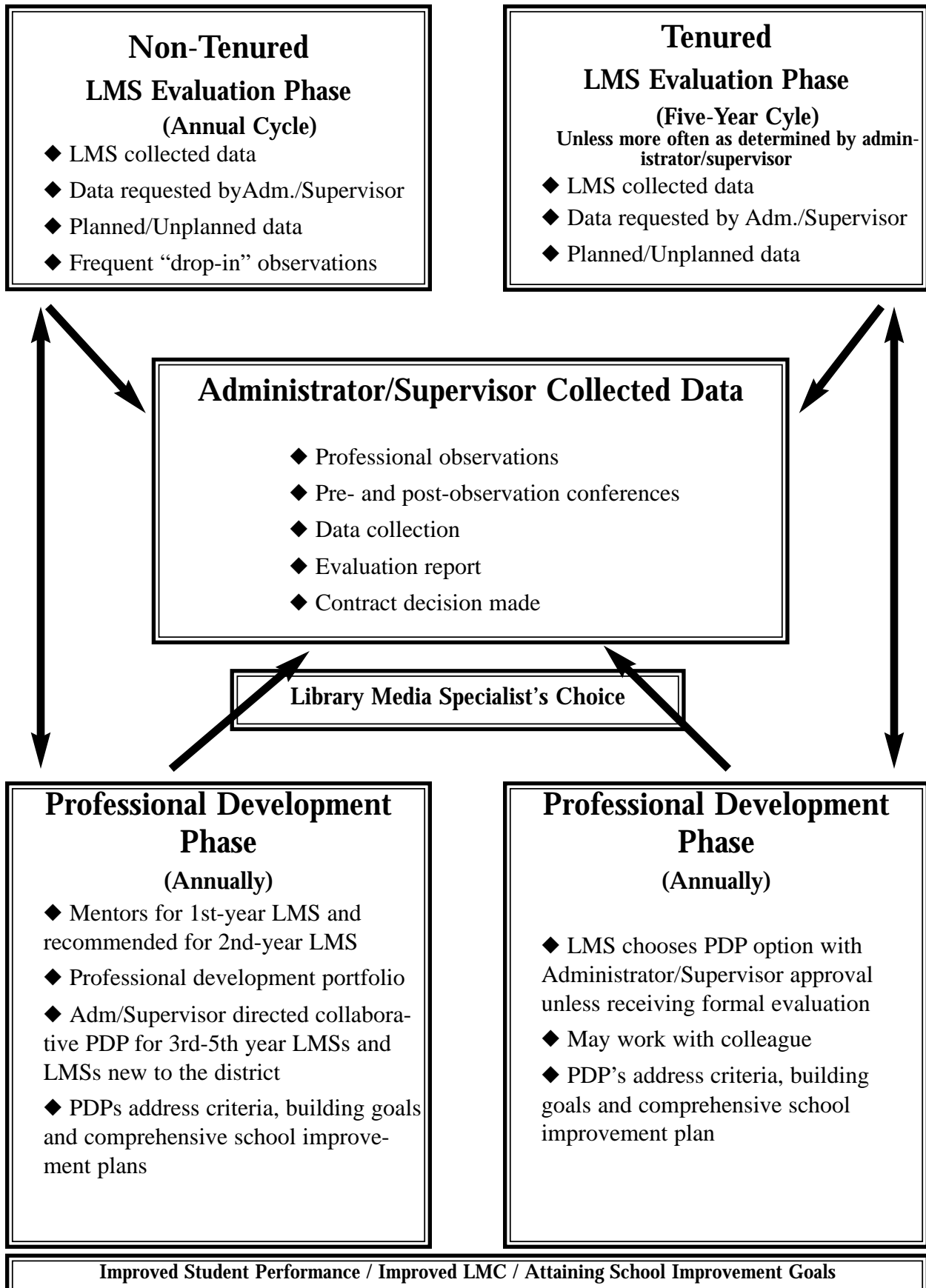
**LMS Evaluation** – a system of feedback for the LMS designed to measure instructional and managerial competence.

The evaluation and the professional development of a non-tenured LMS is different from the evaluation and professional development of a tenured LMS because the developmental levels are different. Accountability and judging readiness for tenure are important purposes of evaluation for non-tenured LMSs.

The evaluation of tenured LMSs who are experiencing difficulties will be different than that of tenured LMSs who have proven themselves to be competent. Therefore, it is impossible to develop one method of evaluation that addresses all purposes.

Professional development may differ among LMSs. Tenured LMSs meeting district expectations will be given more choice and individual responsibility in developing their PDPs within the parameters of the building and district goals. Non-tenured LMSs will develop plans based on their developmental level and interaction with the administrator/supervisor.

# Performance-Based LMS Evaluation



# **Professional Development/ LMS Evaluation Cycles**

## **Non-Tenured LMS Professional Development/ Evaluation Cycle**

### **Professional Development Phase**

The professional development phase involves LMSs working with one another in confidential and collegial professional relationships. Professional interaction allows LMSs the opportunity to reflect on practices that relate to student success. During the professional development phase, LMSs are able to engage in supportive dialogue and growth outside the evaluation phase.

A mentor should be provided for first and second year LMSs. The mentor should assist the LMS in developing his/her evaluation portfolio and should observe and be observed by the 1st/2nd-year LMS. Time for planning and interacting should be provided for both the mentor and the 1st/2nd-year LMS. Districts should provide adequate training for mentors in order for this phase to be effective.

The mentor should observe the 1st/2nd year LMS and provide for reflective feedback prior to the 1st/2nd-year LMS being observed by the administrator/supervisor. Legally, the mentor shall never take part in any formal evaluative activities of the non-tenured LMS.

A non-tenured LMS in years 3-5 may not have a mentor but should receive direction from the administrator/supervisor or his/her designee in developing a PDP. The PDP will have a developmental or enrichment focus. The type of PDP will be determined by the administrator/supervisor based on data. The administrator/supervisor may recommend that a LMS participate on a peer coaching team, work with a tenured LMS, develop an individual or joint PDP or develop an action research project (see tenured LMSs options on page 9). Flexibility and collaboration are vital to this aspect of the model.

### **Evaluation Phase**

#### **Data Collection**

The evaluation phase involves data collection that documents management and instructional competence (see criteria with descriptors, page 17). Performance data collection is a collaborative process involving both the LMS and the administrator/supervisor. The administrator/supervisor will purposefully collect data from sources such as LMC observations, conferences, videotapes or could obtain unplanned data. The LMS is responsible to develop a portfolio that documents performance on each of the criteria. Additional artifact data may be requested by the administrator/supervisor. The data collected is reviewed and recorded on the Comprehensive Data Collection Form (see Appendix B).

Observed data are those witnessed by the administrator/supervisor, non-observed data are those shared with the administrator/supervisor, and unplanned data are unsolicited data received by the administrator/supervisor. These data may be classified as observed, non-observed, or artifacts (documents created by the LMS related to practice or examples of student work).

The administrator/supervisor will review all data and determine significance in documenting specific criteria. If the data are deemed significant, the administrator/supervisor will document the data on the Comprehensive Data Collection Form and place the form in the LMS's working file. All data included in the working file should be discussed with the LMS and initialed by both parties prior to being placed in the file.

### **Observations**

During each of the first three years of the evaluation cycle, non-tenured LMSs will have a minimum of one scheduled and two unscheduled observations. During the remaining non-tenured years, a minimum of one scheduled and one unscheduled observation will be conducted annually. A pre-observation conference should be scheduled. Each observation should be followed by a collaborative conference between the LMS and the administrator/supervisor. Appendix A provides a variety of forms that may be used by the administrator/supervisor for such conferences. Review of the professional portfolio may also be included in the post-observation conference. All data reviewed should be recorded on the Comprehensive Data Collection Form (Appendix B) and initialed by the LMS and the administrator/supervisor. In addition to the normal LMC observations, frequent “drop-in” observations by the administrator/supervisor are recommended.

If the non-tenured LMS is not meeting expectations on the performance criteria, a Professional Improvement Plan (PIP) should be implemented as appropriate (Appendix C). The PIP should be in response to an observed deficiency or in response to an artifact document or other information that indicates concern regarding a specific criterion. The PIP should be discussed and presented to the LMS within a set period of time as established by district policy. The mentor may also assist the non-tenured LMS in the remediation of deficiencies as listed in a PIP, but the mentor’s involvement shall not become part of the formal evaluation process.

While the PIP should represent consensus between the LMS and the administrator/supervisor, in cases in which disagreement arise, the decision of the administrator/supervisor is final.

### **Evaluation Report**

The Evaluation Report consists of administrative review and assessment of all aspects of performance, as identified on the PBLMSE Standards and Criteria (page 15). The annual evaluation review for the non-tenured LMS consists of an Evaluation Report and the Evaluation Conference. The Evaluation Report will be used to formally summarize the administrator’s/supervisor’s assessment of the LMS’s performance, based on the data collected. The report will require the administrator/supervisor to recommend the LMS for renewal or non-renewal of employment. The LMS and administrator/supervisor will conference, discuss, and sign the Evaluation Report by the appropriate date.

## **Tenured LMS Professional Development/ Evaluation Cycle**

### **Professional Development Phase**

The professional development phase for the tenured LMS is facilitated by the administrator/supervisor. The LMS, working collaboratively with colleagues and with the approval of his or her administrator/supervisor, is responsible for the development and completion of the plan. Tenured LMSs who have met all performance expectations should have the opportunity to select from PDP options during non-evaluative years. As part of the process, each LMS will conduct a self-assessment, select (together with the administrator/supervisor) suitable goals for focus, and then develop and implement a PDP. This should occur on an annual basis; however, PDPs may be of multi-year design and may involve collaboration with colleagues. The plan can be revised or changed by joint agreement of the LMS and the administrator/supervisor at any time. The process will result in documentation of enhanced skill and reflection. The data are collected and maintained by the LMS and are used in year-end conferences and during the 5th year evaluation phase.

The administrator/supervisor and LMS should conference early in the school year or prior to school to discuss the LMS's options for the professional development process. This should allow the administrator/supervisor to know both the areas in which the LMS wishes to focus and those aspects of practice which the LMS believes can make a contribution to the work of colleagues. Each LMS must submit a completed proposal form to his/her administrator/supervisor for approval prior to beginning the process (local districts to determine date). In some cases, the LMS may wish to determine a plan prior to the end of the previous school year. This would allow the LMS the opportunity to integrate district-provided professional opportunities, graduate work, summer workshops, travel, or other events into the plan.

### **Professional Development Plan Options**

Tenured LMSs will be formally evaluated on a 5-year cycle. The administrator/supervisor has the responsibility to observe the LMS on a regular basis and may receive unplanned data. A tenured LMS not meeting expectations on a criterion may be reassigned from the professional development phase to the evaluation phase. If the administrator/supervisor determines the LMS is not meeting expectations, a PIP should be put in place.

Tenured LMSs meeting expectations participate in the professional development phase. Documentation of participation in the Options Model may be accomplished through the use of various tools and/or procedures, such as portfolios, videos, reflective journals, or professional dialogue with peers and/or administrator/supervisor. The administrator/supervisor is expected to serve as a resource and monitor the progress of the staff participating in this model.

Some of the options that LMSs might consider are outlined on page 9. These options should be chosen only if LMSs have received training or are knowledgeable about the option chosen.

## Samples of Professional Development Options

### Option A

#### Mentor LMS

This option allows the tenured LMS to reflect on what he/she is doing with the 1st/2nd-year LMS and associate this with his/her own practice. The LMS receives mentor training as prescribed in the Professional Development Plan of the district. The LMS uses a self-reflection log to document the activities and/or work done with the 1st/2nd-year LMS in accordance with duties as outlined by the Professional Development Committee. The LMS assists the 1st/2nd-year LMS with the development of his/her portfolio by making suggestions and offering advice. The time and dates of observations completed by the LMS for the 1st/2nd-year LMS and the time and dates of conferences held with the 1st/2nd-year LMS are documented. The LMS uses the documentation to write a reflection of the experiences and how it has affected the LMS's own practices. This plan should specifically relate to criteria and school improvement goals.

### Option B

#### Action Research Team

This option allows two to five colleagues to work together toward a common goal. Topics should relate to one or more specific criteria and to a School Improvement Plan goal. The Action Research could tie in with existing district or school programs such as A+ School or MAP teams or could open new areas of research. The Action Research should be approved by the administrator/supervisor. The topic for research could be an issue, strategy or theme such as lowering dropout rate, cooperative learning, or building teams. Each LMS involved should maintain his/her own data to document the research. The document could include written information such as scoring guides, surveys, instructional strategies, and performance tasks. The data should also include at least three points of view such as student, parent, other colleague, administrator or business partner. This plan should specifically relate to criteria and school improvement goals.

### Option C

#### Professional Review Process

This option allows the LMS to use individual reflection to grow professionally. The LMS should be videotaped during three or more teaching sessions, focusing on one or more criteria. His/her lesson should be self-evaluated using a written format. An outside observer, such as a peer, supervisor, STARR LMS, business partner, or representative from an educational agency or university staff development program could also observe the LMS. The LMS should document, by written reflection, the observation and the conference held with the outside observer. The LMS's reflection portfolio documents the process of reviewing his/her own teaching practices with the data received from the observers, the reflections, survey results, and a final reflective piece on his/her professional growth during the process. This plan should specifically relate to criteria and school improvement goals.

### Option D

#### Individualized Professional Activity

This option allows the LMS to work individually on specific areas approved by the administrator/ supervisor. This will likely be based on curriculum development, program development, or use of technology. This plan should establish a connecting relationship with specific criteria and school improvement goals.

### Option E

#### Collaborative Professional Plan

This option allows the tenured LMS to interact with colleagues focusing on particular teaching behaviors. This could be accomplished through peer coaching, a study group, or other forms of collaborative teams. This plan should specifically relate to criteria and school improvement goals.

### Option F

#### School-Wide/District-Wide Action Research

This option allows the tenured LMS with significant experience to work collaboratively on a project outlined in a School/Building School Improvement Plan or a Comprehensive School Improvement Plan. Teams may be developed to represent a specific grade level, subject, common technology implementation, or cross discipline/cross district teams. The project must be approved by the administrator/supervisor. Examples of such projects might be the developing of tasks to evaluate programs or curriculum articulation. This plan should specifically relate to criteria and school improvement goals.



## **Evaluation Phase**

The tenured LMS participates in the evaluation phase on a five-year cycle unless the administrator/supervisor determines a more frequent schedule is appropriate. Although the tenured LMS will be formally evaluated over a one-year period, the LMS may want to maintain data on each criterion during the Professional Development Phase. Therefore, during the Evaluation Phase it will be less time-consuming to provide documentation. It is recommended that the PDPs be retained and the LMS may choose to use them as evidence of meeting acceptable standards on one or more of the criteria. In addition to the normal LMC observations, frequent “drop-in” observations by the administrator/supervisor are encouraged each year.

### **Data Collection**

The evaluation phase involves data collection that documents management and instructional competence (see criteria and descriptors, page 17). Performance data collection is a collaborative process involving both the tenured LMS and the administrator/supervisor. The administrator/supervisor will purposefully collect data from sources such as LMC observations, conferences, videotapes and unplanned data. The tenured LMS will be responsible to develop a portfolio that documents performance on each of the criteria. Additional artifact data may be requested by the administrator/supervisor. The data collected will be reviewed and recorded on the Comprehensive Data Collection Form (see Appendix B).

Observed data are those witnessed by the administrator/supervisor, non-observed data are those shared with the administrator/supervisor, and unplanned data are unsolicited data received by the administrator/supervisor. These data may be classified as observed, non-observed, and artifact (documents created by the LMS related to practice or examples of student work).

The administrator/supervisor will review all data and determine significance in documenting specific criteria. If determined significant, the administrator/supervisor will document the data on the Comprehensive Data Collection Form and place the form in the tenured LMS’s working file. All data included in the LMS’s working file should be discussed with the LMS and initialed by both parties prior to entering the file.

### **Observations**

During the formal evaluation year, tenured LMSs will have a minimum of one scheduled and one unscheduled observation. Each observation will be followed by a collaborative conference between the tenured LMS and the administrator/supervisor. For the scheduled observation, a pre-observation conference should be held. Appendix A provides a variety of forms that may be used by the administrator/supervisor for such conferences. The conference may also involve a review of documents related to specific performance criteria. All data reviewed should be recorded on the Comprehensive Data Collection Form and initialed by the tenured LMS and administrator/supervisor.

If a tenured LMS is not meeting expectations on a performance criterion, a PIP should be implemented.

## **Evaluation Report**

The Evaluation Report consists of administrative review and assessment of all aspects of teaching performance as identified by the PBLMSE Standards and Criteria (page 15). The evaluation review for the tenured LMS consists of an Evaluation Report and the evaluation conference. The Evaluation Report will be used to formally summarize the administrator’s/supervisor’s assessment of the tenured LMS’s performance based on the data collected. The

report will require the administrator/supervisor to recommend the tenured LMS for renewal or non-renewal of employment. The LMS and administrator/supervisor will conference, discuss, and sign the Evaluation Report at the appropriate date.

LMSs who are not meeting all criteria should not be allowed to participate in the Professional Development Phase the following year.

### **Review and Appeal**

Non-tenured and tenured LMSs both have the opportunity to dispute information on the Evaluation Report. Written comments can be provided by either party (administrator/supervisor or LMS) and included with the report. Written comments by either party must be shared within a set amount of time as determined by the district and appended to the original copy of the Evaluation Report. The LMS, the administrator/supervisor and the Office of Human Resources will retain copies of the report.

Specifics of the review process should be determined by board policy.

### **System Review**

The superintendent should initiate a periodic review of the evaluation system to promote the maintenance of an effective, fair, and efficient system that is comprehensive and performance-based.

# Evaluation Timeline

	Beginning LMSs and Non-tenured LMSs					Tenured LMSs				
Years of tenure with district when starting LMS	None- new to district-evaluate 5 years 1 year- evaluate 4 years 2 years- evaluate 3 years 3 years or more- evaluate 2 years * 1 * * 2 * * 3 * * 4 * * 5 *					1	2	3	4	5
Formal Evaluation	Yes	Yes	Yes	Yes	Yes	**	**	**	**	Yes
Scheduled Observation	1	1	1	1	1	-	-	-	-	1
Non-Scheduled Observation	2	2	2	2	1	-	-	-	-	1
Drop-In Observation	F R E Q U E N T					F R E Q U E N T				
PDP Development E-enrichment	Yes (D)	Yes (D)	Yes (D or E)*	Yes (D or E)*	Yes (D or E)*	Yes (E)	Yes (E)	Yes (E)	Yes (E)	PDP should align with portfolio
Portfolio Required	Yes	Yes	Yes	Yes	Yes	No- PDP Options	No- PDP Options	No- PDP Options	No- PDP Options	Yes- could be collected during 5 years
Administrator Observes LMC	Administrator meets to discuss management of portfolio and PDP early in the school year.					Administrator meets to overview School Improvement Plan and explain PDP early in school year.				
Administrator and LMS Meet	Administrator observes LMC instruction with pre- and post-observation conferencing as appropriate.					Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.				
Data Collection	LMS and administrator collect data throughout the year; data for evaluation purposes must be available by dates established by administrator.					LMS implements PDP early in the school year; data for evaluation purposes must be available by dates established by administrator.				
Evaluation Report	Administrator holds conference to review data collected and completes evaluation report per district deadline.					Administrator holds conference to review PDP or, if on evaluation, all data collected and completed. Evaluation report per district deadline.				

\* Indicates administrator/supervisor and option to whether developmental or enrichment plan will be implemented.

\*\* Indicates observation, only if needed, as determined by administrator/supervisor.

Drop-in observations by the administrator/supervisor are encouraged on a frequent basis. A drop-in observation does not necessarily require formal written documentation. However, the administrator/supervisor may choose to document specific behaviors or events

Each Evaluation Report requires a complete Comprehensive Data Collection Form. This is yearly for non-tenured LMS and on a five-year cycle for tenured LMS.

# Data Collection Forms

During the Evaluation Phase the administrator/supervisor and LMS cooperatively gather data in order to document “meeting expectations” on all 17 criteria. The use of the data collection forms may vary based on the classification of the LMS. The administrator/supervisor may request certain forms to be completed. The pre- and post-conference data collection forms found in Appendix A (Activity Plan Review, Professional Observation Record, Supplemental Professional Observation Report, and Activity Reflection Sheet), may be used by the administrator/ supervisor as necessary to secure adequate documentation. The Comprehensive Data Collection Form, found in Appendix B, is used to record the review of the criteria documentation and the level of performance. This review is on an annual cycle for non-tenured LMSs and occurs on a five-year cycle for tenured LMSs. The Professional Observation Record, found in Appendix A, is used for all LMSs during LMC observation by the administrator/supervisor.

## Professional Plans

All LMSs should have an annual Professional Development Plan approved by the administrator/supervisor. There are two types of professional plans: the Professional Development Plan and the Professional Improvement Plan.

### Professional Development Plan

#### **First- and Second-Year LMSs**

All first- and second-year LMSs are required to have a Professional Development Portfolio. The portfolio will document “LMS performance” on all criteria. Some documentation will be provided by the administrator/supervisor as a result of formal observations. The mentor should assist the LMS in selecting entries for the portfolio.

#### **3-5 Year LMSs**

LMSs in years 3-5 will develop a Professional Development Plan with administrator/supervisor approval. Although a criterion portfolio is still required, the administrator/supervisor may allow some LMSs to develop an enrichment plan while others continue with the developmental aspects of the portfolio. The supervisor may recommend that a LMS participate on a peer coaching team, work with a tenured LMS, develop an individual or joint PDP, develop an action research project (see tenured LMSs options on page 9) or develop other options.

#### **Tenured LMSs**

Tenured LMSs complete application for the annual PDP (enrichment) based on self-evaluation and discussion with colleagues and administrators/supervisors. Tenured LMSs then determine an area of practice that is focused around one or more criteria and specific school improvement goals. The administrator/supervisor may have his/her own suggestions for suitable areas of growth for each tenured LMS. The conference provides opportunity for the administrator/supervisor and the tenured LMS to compare notes on perceptions of need and then arrive at consensus regarding the PDP. While the PDP should represent consensus between the LMS and the administrator/supervisor, in cases in which significant disagreement arise, the decision of the administrator/supervisor is final.

LMSs may also find that they can profit from a multi-year professional growth plan. This may involve a collaboration with colleagues or may be more individualized depending on the

option chosen. Offerings from the district's Professional Development Committee, as well as training opportunities from other sources, may be incorporated into the PDP. The plan is submitted to the administrator/supervisor early in the school year prior to the date set by the district. Some LMSs may choose to submit applications prior to the end of school for the next school year. This would allow local district professional development offerings, graduate work, summer seminars, or travel to be used in developing a plan. Year-end conferences regarding the tenured LMSs' PDP should occur on a date determined appropriate by the district.

The administrator/supervisor may require the tenure LMS to file a PDP (developmental) as the need arises.

## **Professional Improvement Plan**

The Professional Improvement Plan is used to assist LMSs in correcting a documented deficiency of one or more criteria. The administrator/supervisor can assign a PIP at any time a deficiency is noted.

The administrator/supervisor should notify the LMS of the deficiency evidenced by an event or document leading to the decision within a set amount of time as determined by the district.

While the PIP should represent consensus between the LMS and the administrator/supervisor, in cases in which significant disagreement arises, the decision of the administrator/supervisor is final. Upon completion of the PIP, the administrator/supervisor may allow the LMS to return to their selected PDP.

## **Evaluation Report**

The Evaluation Reports, found in Appendix D, provide a means of synthesizing all the information obtained during the data collection phase. Each list provides specific criteria for each standard. Each criterion is rated according to the performance level demonstrated and documented on the Comprehensive Data Collection Form.

A rating of "progressing toward meeting expectations" or "does not meet expectations" should be preceded by efforts to improve that performance through the use of a PIP. A rating of "progressing toward meeting expectations" or "does not meet expectations" means the LMS is not meeting that criterion at an acceptable level. An appropriate plan for improvement should be continued or a decision regarding employment should be determined. A tenured LMS receiving such a rating should not be eligible for a PDP option the following year.

# Standards and Criteria

## for Performance-Based LMS Evaluation

**Standard 1:**      **The library media specialist provides effective management and administration of the media program.**

- Criterion 1:** The LMS assesses the media program.
- Criterion 2:** The LMS participates in the development and implementation of technology.
- Criterion 3:** The LMS plans and implements the media center program.
- Criterion 4:** The LMS establishes and maintains an environment in which students and staff can work at productive levels.
- Criterion 5:** The LMS manages the selection, acquisition, circulation, and maintenance of materials and equipment.
- Criterion 6:** The LMS trains and supervises media center personnel (staff, students, and/or volunteers) to perform duties efficiently.
- Criterion 7:** The LMS prepares statistical records and reports needed to manage the media program.
- Criterion 8:** The LMS plans, budgets, and maintains records according to needs and objectives of the media program.
- Criterion 9:** The LMS manages student behavior in a constructive manner.

**Standard 2:**      **The library media specialist uses effective instructional processes.**

- Criterion 10:** The LMS implements effective teaching techniques and varied instructional strategies that address the diversity of the learner.
- Criterion 11:** The LMS promotes the development of effective research skills.
- Criterion 12:** The LMS serves as an instructional consultant.

**Standard 3:**      **The library media specialist communicates and interacts in a professional manner with the school community.**

- Criterion 13:** The LMS demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.
- Criterion 14:** The LMS communicates effectively with students, staff, administrators, and parents/patrons.

**Standard 4:**      **The library media specialist acts as a responsible professional in addressing the overall mission of the school district.**

**Criterion 15:**    The LMS participates in professional growth activities.

**Criterion 16:**    The LMS adheres to all policies, procedures, and regulations of the building and district.

**Criterion 17:**    The LMS collaborates in the development and/or implementation of the building and district vision, mission, and goals.

# LMS Evaluation Criteria with Descriptors

Note: The descriptors provided are simply examples of student and LMS behaviors that may be used to document criteria. The descriptors provided are not intended to be an all-inclusive list. The observation and/or documentation of each criterion will vary based on the context.

## **Standard 1:      The library media specialist provides effective management and administration of the media program.**

**Criterion 1:** The LMS assesses the media program.

The library media specialist:

1. Evaluates services, facilities, materials, and equipment on a continuous basis both formally and informally.
2. Involves staff, students, administrators, and parents/patrons in the evaluation of the collection and services (i.e. via observations, discussions, surveys, and advisory committees).
3. Considers modifying the media program based on evaluation results.
4. Other...

**Criterion 2:** The LMS participates in the development and implementation of technology.

The library media specialist:

1. Participates on the building and/or district technology committees.
2. Implements strategies which guide retrieval and use of information.
3. Promotes the integration of technology into the curriculum.
4. Encourages the use of new technologies.
5. Other...

**Criterion 3:** The LMS plans and implements the media center program.

The library media specialist:

1. Establishes and implements short- and long-range goals and related objectives for the media program.
2. Participates in department, team, and/or grade-level meetings.
3. Initiates resource sharing, interlibrary loan, and/or networking.
4. Promotes the development and enjoyment of reading in all content areas and for recreation.
5. Other...

**Criterion 4:** The LMS establishes and maintains an environment in which students and staff can work at productive levels.

The library media specialist:



1. Develops, implements, and communicates policies and procedures for the operation of the media center.
2. Initiates and promotes the flexible use of the media center by individuals, small groups, and large groups for research, browsing, recreational reading, viewing or listening.
3. Maintains the media center in a functional, attractive, safe, and orderly environment conducive to learning.
4. Encourages proper use and care of media center facilities, materials, and equipment.
5. Other...

**Criterion 5:** The LMS manages the selection, acquisition, circulation, and maintenance of materials and equipment.

The library media specialist:

1. Utilizes the board approved collection development policy (selection, weeding, reconsideration).
2. Classifies, catalogs, processes, and organizes materials and equipment for circulation.
3. Manages maintenance and repair of equipment.
4. Other...

**Criterion 6:** The LMS trains and supervises media center personnel (staff, students, and/or volunteers) to perform duties efficiently.

The library media specialist:

1. Trains and supervises media center personnel.
2. Collaborates with administrators in the formal evaluation of non-certified media center personnel.
3. Encourages media center personnel to participate in job enrichment activities.
4. Acknowledges contributions of media center personnel.
5. Other...

**Criterion 7:** The LMS prepares statistical records and reports needed to manage the media program.

The library media specialist:

1. Maintains a current inventory of holdings.
2. Prepares and submits accurate and timely reports to administration.
3. Other...

**Criterion 8:** The LMS plans, budgets, and maintains records according to needs and objectives of the media program.

The library media specialist:

1. Submits budget proposals based on needs and goals of the media program.
2. Maintains accurate records of all disbursements for the media program.
3. Exhibits initiative in the acquisitions and use of a variety of funding sources.
4. Other...

**Criterion 9:** The LMS manages student behavior in a constructive manner.

The library media specialist:

1. Establishes, clearly communicates, and consistently applies parameters for student behavior.
2. Manages discipline problems in accordance with administrative regulations, board policies, and legal requirements.
3. Other...

**Standard 2:           The library media specialist uses effective instructional processes.**

**Criterion 10:** The LMS implements effective teaching techniques and varied instructional strategies that address the diversity of learners.

The library media specialist:

1. Demonstrates the ability to motivate students to be self-directed learners.
2. Modifies lesson plans and teaching techniques as the learning situation requires.
3. Structures the active participation of all learners.
4. Other...

**Criterion 11:** The LMS promotes the development of effective research skills.

The library media specialist:

1. Develops strategies that enable students to access, evaluate, and use information effectively.
2. Integrates information and technology literacy components into the curriculum.
3. Other...

**Criterion 12:** The LMS serves as an instructional consultant.

The library media specialist:

1. Plans and conducts professional growth (in-service) activities.
2. Initiates interaction with colleagues in planning instructional activities for students.
3. Provides instructional assistance to staff and students in the use and integration of technology.
4. Provides assistance to faculty in the selection of new materials for classroom use.
5. Works with staff and students in the design, production, application, and evaluation of materials.
6. Other...

**Standard 3: The library media specialist communicates and interacts in a professional manner with the school community.**

**Criterion 13:** The LMS demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.

The library media specialist:

1. Responds positively to all patrons.
2. Protects each patrons' right to privacy and confidentiality.
3. Demonstrates willingness to assist all patrons.
4. Demonstrates an understanding and acceptance of students with special needs.
5. Acknowledges the rights of others to hold different views and values.
6. Interacts in a respectful, professional, and friendly manner.
7. Works effectively as a team member with staff.
8. Other...

**Criterion 14:** The LMS communicates effectively with students, staff, administrators, and parents/patrons.

The library media specialist:

1. Informs students and staff of new materials, equipment, research, and other opportunities in which they have special interest.
2. Suggests resources outside of the media collection.
3. Communicates with patrons by using a variety of communication tools (i.e. newsletters, web pages, e-mail, presentations to organized groups).
4. Shares information with staff after participating in professional activities.
5. Other...

**Standard 4: The library media specialist acts as a responsible professional in addressing the overall mission of the school district.**

**Criterion 15:** The LMS participates in professional growth activities.

The library media specialist:

1. Participates in professional activities (i.e. professional organizations, coursework, workshops, conferences).
2. Keeps current on issues related to media services (i.e., current publications, coursework, conferences).
3. Exercises a leadership role in implementing innovations in the district.
4. Other...

**Criterion 16:** The LMS adheres to all policies, procedures, and regulations of the building and district.

The library media specialist:

1. Stays informed regarding policies and regulations applicable to his/her position.
2. Selects appropriate channels for resolving concerns/problems.
3. Complies with district policies on copyright.
4. Exercises responsibility for student management on district property and at district activities.
5. Demonstrates a commitment to intellectual freedom.
6. Other...

**Criterion 17:** The LMS collaborates in the development and/or implementation of the building and district vision, mission, and goals.

The library media specialist:

1. Participates in collegial activities designed to make the entire school a productive learning environment.
2. Participates, as appropriate, in Missouri School Improvement Plan, Comprehensive School Improvement Plan, and committee work.
3. Other..

# Glossary

**Action Research** – A process in which the LMS plans, takes action, collects data, and makes a decision based on the collected data regarding professional practice.

**Administrator/Supervisor** – The personnel authorized to implement the evaluation process.

**Artifact Data** – Documents or tangible items of information related to performance. Artifacts are typically supplied by the LMS but may be collected from another related source.

**Comprehensive Data Collection Form** – The form used to document all planned and unplanned data during the LMS evaluation cycle.

**Criteria** – The items used to evaluate the LMS's performance. The criteria describe the behavior of the students and LMS or the skill of the LMS related to effective performance.

**Comprehensive School Improvement Plan** – (CSIP) A long range district-wide improvement plan.

**Descriptors** – Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion. The descriptors are not an all-inclusive listing of behaviors that might be associated with a criterion.

**Drop-In Observation** – An unscheduled, informal visit to the LMC by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.

**Evaluation Phase** – The process of collecting data and making professional judgments about performance for the purpose of personnel decision-making.

**Evaluation Review** – The form used to summarize the administrator's/supervisor's rating of performance for each criterion at the end of the LMS evaluation process.

**Library Media Center** - (LMC) The facility which houses the LMC program.

**Library Media Specialist** – (LMS) The certified professional who manages the LMC program.

**Mentor** – The experienced LMS who is assigned and given time to guide and support a first- or second-year LMS in the district.

**Peer Coach** – A LMS who collaborates with another LMS for mutual support and instructional improvement.

**Planned Data** – Data regarding a LMS, related to a specific criteria and collected by the administrator/supervisor.

**Portfolio** – A LMS's collection of data reflecting performance, development, and involvement in professional activities that reflect criteria, building goals, and the Comprehensive School Improvement Plan.

**Post-Observation Conference** – A collaborative conference between the administrator/supervisor and the LMS about data collected during an observation and other data submitted by the LMS.

**Pre-Observation Conference** – The interaction between administrator/supervisor and the LMS during which the criteria are reviewed, and the purpose, time, length, and location of the observation are confirmed. In some cases, a form will be completed by the LMS prior to the conference.

**Professional Development Phase** – A system designed to help LMSs improve on an ongoing basis.

**Professional Development Plan** – (PDP) A plan developed by a LMS to formalize and document professional growth. The choice for each LMS will depend upon his/her development level.

**Professional Improvement Plan** – (PIP) A plan that assists LMSs in attaining a satisfactory level of performance on a criterion.

**Scheduled Observation** – A planned visit that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect data for the evaluation phase.

**System Review** – The process for periodic review of the evaluation system.

**Unplanned Data** – Unsolicited information regarding a LMS, related to a specific criterion and collected by the administrator/supervisor.

**Unscheduled Observation** – An unannounced visit, used to collect data for the LMS evaluation phase.

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# **Appendix A**

**Activity Plan Review**  
**Professional Observation Record**  
**Supplemental Professional Observation Record**  
**Activity Reflection Sheet**

## Activity Plan Review

The Activity Plan Review is to be completed by the LMS and given to the administrator/supervisor at/or before a pre-observation conference. This form is used by the administrator/supervisor to gain insight into the LMS's reflective understanding regarding planning and may be used to document criteria.

LMS \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

1. Briefly describe the activity and the audience.

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2. What objectives will be used? What do you expect the audience to be able to know or do at the end of the activity? How does this relate to what the audience should be able to know and do at the end of this activity?

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3. Why are these objectives suitable for the audience?

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4. How does the activity plan provide for audience members to engage in work? What will the audience do?

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5. What difficulties does the audience typically experience in this area, and how do you plan to address those difficulties and enable the audience to persist in the work?

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\* If more space is needed, please add additional pages.

6. What instructional materials or other resources will you use?
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- 
7. How do you plan to assess achievement? What procedure will you use? What products will be produced? (Attach tests or performance tasks and include scoring guides.)
- 
- 
- 
- 
8. Is there anything about the learning environment that you think might affect the audience during the observation?
- 
- 
- 
- 
9. What are the most important routines, procedures, rules and expectations for student behavior that will be in operation during the observed activity?
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- 
- 
- 
10. Are there any special circumstances of which the observer should be aware?
- 
- 
- 
- 
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\* If more space is needed, please add additional pages.

# Professional Observation Record

☐ Scheduled Observation   ☐ Unscheduled Observation   ☐ Artifact Data   ☐ Non-Observed Data

The Professional Observation Record is used by the administrator/supervisor during observation and shared at the post-observation conference. During observation, the administrator/supervisor is to take notes regarding student/audience and LMS behavior. It is not necessary to script the entire oral discourse of the LMS; however, the administrator/supervisor should record specific student/audience behaviors and comments as well as specific LMS behaviors and comments. These notes can be taken separately and then transferred to the Professional Observation Record or recorded directly on the form.

LMS \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

## **Standard 1:      The library media specialist provides effective management and administration of the media program.**

1.      The LMS assesses the media program.

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2.      The LMS participates in the development and implementation of technology.

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3.      The LMS plans and implements the media center program.

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4.      The LMS establishes and maintains an environment in which students and staff can work at productive levels.

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\* If more space is needed, please add additional pages.

5. The LMS manages the selection, acquisition, circulation, and maintenance of materials and equipment.

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6. The LMS trains and supervises media center personnel (staff, students, and/or volunteers) to perform duties efficiently.

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7. The LMS prepares statistical records and reports needed to manage the media program.

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8. The LMS plans, budgets, and maintains records according to needs and objectives of the media program.

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9. The LMS manages student behavior in a constructive manner.

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\* If more space is needed, please add additional pages.

**Standard 2: The library media specialist uses effective instructional processes.**

10. The LMS implements effective teaching techniques and varied instructional strategies that address the diversity of the learner.

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11. The LMS promotes the development of effective research skills.

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12. The LMS serves as an instructional consultant.

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**Standard 3: The library media specialist communicates and interacts in a professional manner with the school community.**

13. The LMS demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.

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14. The LMS communicates effectively with students, staff, administrators, and parents/patrons.

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\* If more space is needed, please add additional pages.

**Standard 4:        The library media specialist acts as a responsible professional in addressing the overall mission of the school district.**

15.     The LMS participates in professional growth activities.

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16.     The LMS adheres to all policies, procedures, and regulations of the building and district.

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17.     The LMS collaborates in the development and/or implementation of the building and district vision, mission, and goals.

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LMS's comments:

Administrator's/Supervisor's comments:

\_\_\_\_\_  
Date   /   /  
LMS's signature

\_\_\_\_\_  
Date   /   /  
Administrator's/Supervisor's signature

Signature indicates the above has been reviewed and discussed. Copies to LMS and administrator/supervisor.

# Supplemental Professional Observation Record

(Short Form)

The Supplemental Professional Observation Record is used when documenting only one or two criteria.

☐ Scheduled Observation   ☐ Unscheduled Observation   ☐ Artifact Data

☐ Non-Observed Data   ☐ Drop-In Observation

LMS \_\_\_\_\_ School/Grade/Subject \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Criterion:

Data:

Criterion:

Data:

LMS's comments:

Administrator's/Supervisor's comments:

Date / /

Date / /

\_\_\_\_\_  
LMS's signature

\_\_\_\_\_  
Administrator's/Supervisor's signature

Signature indicates the above has been reviewed and discussed. Copies to LMS and administrator/supervisor.



# Activity Reflection Sheet

The Reflection Sheet could be completed by the LMS following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document standards/criteria.

LMS \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

1. As I reflect on the lesson, to what extent were the students productively engaged in the work?  
How do I know?

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2. Did the lesson allow for students to engage in activities and learning situations which were consistent with the district's curriculum guide?

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3. What feedback did I receive from students indicating they achieved understanding and that the goal(s)/objective(s) were met for this lesson?

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4. Did I adjust my goals or my work as I taught the lesson? Why? How?

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5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently?

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6. If there was one thing from this lesson that I could share with a colleague, what would it be?

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# **Appendix B**

## **Comprehensive Data Collection Form**

# Comprehensive Data Collection Form

The Comprehensive Data Collection Form is used by both the administrator/supervisor and LMS to summarize the documentation of each criterion over the course of the evaluation cycle. It should be maintained in the administrator's/supervisor's office and reviewed periodically to determine the LMS's progress. This document will provide an overview of the LMS's performance to be used during the Evaluation Report. It serves as a composite of all the data collected. All data should be copied and shared with the LMS prior to entering it into the file.

LMS \_\_\_\_\_ Beginning Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
School \_\_\_\_\_ Ending Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Grade Level/Subject \_\_\_\_\_ Administrator/Supervisor \_\_\_\_\_

## Data Collection:

LMCO-LMC Observation      IC-Individual Conference      P-Portfolio  
RS-Reflection Sheet      LR-Lesson Review      AR-Artifact      O-Other

**Standard 1:      The library media specialist provides effective management and administration of the media program.**

**Criterion 1:** The LMS assesses the media program.

LMCO ☐    IC ☐    P ☐    RS ☐    LR ☐    AR ☐    Other ☐ \_\_\_\_\_

Data/Comments: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's initials \_\_\_\_\_ Administrator's/Supervisor's initials \_\_\_\_\_

**Criterion 2:** The LMS participates in the development and implementation of technology.

LMCO ☐    IC ☐    P ☐    RS ☐    LR ☐    AR ☐    Other ☐ \_\_\_\_\_

Data/Comments: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's initials \_\_\_\_\_ Administrator's/Supervisor's initials \_\_\_\_\_

**Criterion 3:** The LMS plans and implements the media center program.

LMCO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ \_\_\_\_\_

Data/Comments:

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's Initials \_\_\_\_\_ Administrator's/Supervisor's Initials \_\_\_\_\_

**Criterion 4:** The LMS establishes and maintains an environment in which students and staff can work at productive levels.

LMCO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ \_\_\_\_\_

Data/Comments:

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's initials \_\_\_\_\_ Administrator's/Supervisor's initials \_\_\_\_\_

**Criterion 5:** The LMS manages the selection, acquisition, circulation, and maintenance of materials and equipment.

LMCO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ \_\_\_\_\_

Data/Comments:

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's Initials \_\_\_\_\_ Administrator's/Supervisor's Initials \_\_\_\_\_

**Criterion 6:** The LMS trains and supervises media center personnel (staff, students, and/or volunteers) to perform duties efficiently.

LMCO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ \_\_\_\_\_

Data/Comments:

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's initials \_\_\_\_\_ Administrator's/Supervisor's initials \_\_\_\_\_

\* If more space is needed, please add additional pages.

**Criterion 7:** The LMS prepares statistical records and reports needed to manage the media program.

LMCO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ \_\_\_\_\_

Data/Comments:

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's initials \_\_\_\_\_ Administrator's/Supervisor's initials \_\_\_\_\_

**Criterion 8:** The LMS plans, budgets, and maintains records according to needs and objectives of the media program.

LMCO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ \_\_\_\_\_

Data/Comments:

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's initials \_\_\_\_\_ Administrator's/Supervisor's initials \_\_\_\_\_

**Criterion 9:** The LMS manages student behavior in a constructive manner.

LMCO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ \_\_\_\_\_

Data/Comments:

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's Initials \_\_\_\_\_ Administrator's/Supervisor's Initials \_\_\_\_\_

**Standard 2: The library media specialist uses effective instructional processes.**

**Criterion 10:** The LMS implements effective teaching techniques and varied instructional strategies that address the diversity of the learner.

LMCO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ \_\_\_\_\_

Data/Comments:

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's initials \_\_\_\_\_ Administrator's/Supervisor's initials \_\_\_\_\_

**Criterion 11:** The LMS promotes the development of effective research skills.

LMCO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ \_\_\_\_\_

Data/Comments:

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's initials \_\_\_\_\_ Administrator's/Supervisor's initials \_\_\_\_\_

**Criterion 12:** The LMS serves as an instructional consultant.

LMCO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ \_\_\_\_\_

Data/Comments:

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's initials \_\_\_\_\_ Administrator's/Supervisor's initials \_\_\_\_\_

**Standard 3: The library media specialist communicates and interacts in a professional manner with the school community.**

**Criterion 13:** The LMS demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.

LMCO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ \_\_\_\_\_

Data/Comments:

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's Initials \_\_\_\_\_ Administrator's/Supervisor's Initials \_\_\_\_\_

**Criterion 14:** The LMS communicates effectively with students, staff, administrators, and parents/patrons.

LMCO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ \_\_\_\_\_

Data/Comments:

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's Initials \_\_\_\_\_ Administrator's/Supervisor's Initials \_\_\_\_\_

\* If more space is needed, please add additional pages.

**Standard 4: The library media specialist acts as a responsible professional in addressing the overall mission of the school district.**

**Criterion 15:** The LMS participates in professional growth activities.

LMCO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ \_\_\_\_\_

Data/Comments: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's initials \_\_\_\_\_ Administrator's/Supervisor's initials \_\_\_\_\_

**Criterion 16:** The LMS adheres to all policies, procedures, and regulations of the building and district.

LMCO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ \_\_\_\_\_

Data/Comments: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's initials \_\_\_\_\_ Administrator's/Supervisor's initials \_\_\_\_\_

**Criterion 17:** The LMS collaborates in the development and/or implementation of the building and district vision, mission, and goals.

LMCO ☐ IC ☐ P ☐ RS ☐ LR ☐ AR ☐ Other ☐ \_\_\_\_\_

Data/Comments: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

LMS's initials \_\_\_\_\_ Administrator's/Supervisor's initials \_\_\_\_\_

**Appendix C**  
**Self-Evaluation Form**  
**Professional Development Plan**  
**Professional Improvement Plan**



# Self-Evaluation Form

The Self-Evaluation Form is used by the LMS prior to developing a Professional Development Plan. This form should be shared with the administrator/supervisor when conferencing for the PDP.

LMS \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Professional Development Plan Option \_\_\_\_\_

1. What has been the most positive aspect of your management and/or instructional activities over the last few years?

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2. What area of management and/or instruction gives you the most difficulty?

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3. Which one of the goals, as enumerated in the Show-Me Standards or district curriculum guide, do you feel your students were successful in reaching this past year? What evidence can you use to show this success?

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4. Which program goal would you target as an area to improve?

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5. If you had last year to do over, what would you change?

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\* If more space is needed, please add additional pages.

6. What are some of your activities or ideas that you would share with others?

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7. What would you like to learn more about, whether it be from another LMS, a special training program or other resources?

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8. In working with parents/guardians, what skills do you possess that allow for positive and productive outcomes?

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9. What are your strengths as a LMS?

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10. What areas of your management and/or instructional activities would you like to improve?

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\* If more space is needed, please add additional pages.

# Professional Development Plan

☐ Enrichment

☐ 1st/2nd-year LMS

NOTE: As a part of the Professional Development Plan, it is strongly suggested that the LMS remain aware of PCI, PCII, and CPC license renewal processes so that requirements for renewal can become part of the Professional Development Plan.

LMS \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Criteria:** (Note: LMSs in 1st and 2nd year will address all 17 criteria in a professional portfolio.)

Refer to attached list.

Related Building/MSIP Goal(s):

Objectives (applicable descriptors):

\* If more space is needed, please add additional pages.

Strategies for achieving objective(s):  
(LMS and administrator/supervisor responsibilities)

LMS will:

Administrator/supervisor will:

Assessment methods and timelines:

LMS's comments:

Administrator's/Supervisor's comments:

Plan developed:

\_\_\_\_\_  
Date   /   /  
LMS's signature

\_\_\_\_\_  
Date   /   /  
Administrator's/Supervisor's signature

Plan completed \_\_\_\_\_

Plan revised \_\_\_\_\_

Plan continued\_\_\_\_\_

Date plan reviewed

\_\_\_\_\_  
Date   /   /  
LMS's signature

\_\_\_\_\_  
Date   /   /  
Administrator's/Supervisor's signature

Signatures indicate that the above has been reviewed and discussed. Copies to LMS and administrator/supervisor.

**Standards/Criteria**

**Standard 1:** The library media specialist provides effective management and administration of the media program.

- 1: The LMS assesses the media program.
- 2: The LMS participates in the development and implementation of technology.
- 3: The LMS plans and implements the media center program.
- 4: The LMS establishes and maintains an environment in which students and staff can work at productive levels.
- 5: The LMS manages the selection, acquisition, circulation, and maintenance of materials and equipment.
- 6: The LMS trains and supervises media center personnel (staff, students, and/or volunteers) to perform duties efficiently.
- 7: The LMS prepares statistical records and reports needed to manage the media program.
- 8: The LMS plans, budgets, and maintains records according to needs and objectives of the media program.
- 9: The LMS manages student behavior in a constructive manner.

**Standard 2:** The library media specialist uses effective instructional processes.

- 10: The LMS implements effective teaching techniques and varied instructional strategies that address the diversity of the learner.
- 11: The LMS promotes the development of effective research skills.
- 12: The LMS serves as an instructional consultant.

**Standard 3:** The library media specialist communicates and interacts in a professional manner with the school community.

- 13: The LMS demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.
- 14: The LMS communicates effectively with students, staff, administrators, and parents/patrons.

**Standard 4:** The library media specialist acts as a responsible professional in addressing the overall mission of the school district.

- 15: The LMS participates in professional growth activities.
- 16: The LMS adheres to all policies, procedures, and regulations of the building and district.
- 17: The LMS collaborates in the development and/or implementation of the building and district vision, mission, and goals.

# Professional Improvement Plan

The Professional Improvement Plan is used to assist the LMS not meeting district expectations in one or more criteria. The administrator/supervisor can assign a Professional Improvement Plan at any time a deficiency is noted.

LMS \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ School \_\_\_\_\_ LMS Status: Non-Tenured ☐ Tenured ☐

Criterion:

Performance Indicators:

Activities/ Steps to be Taken	Resources/ Persons Needed	Data to be Collected	Timelines/ Deadlines	Initial Appr.

\_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Administrator's/Supervisor's signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Plan completed \_\_\_\_\_ Plan revised \_\_\_\_\_ Plan continued \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Administrator's/Supervisor's signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Plan completed \_\_\_\_\_ Plan revised \_\_\_\_\_ Plan continued \_\_\_\_\_

## **Appendix D**

### **Option 1: Evaluation Report (3 point rating scale)**

### **Option 2: Evaluation Report (4 point rating scale with scoring guide)**

**Two Types of Evaluation Reports are included in this Appendix. Each form offers unique benefits and concerns. It is strongly recommended that each district review both versions carefully and determine which version offers the best fit for the district. Districts may also wish to modify, blend, or create new forms. Final review by legal counsel is suggested.**

# Option 1: Evaluation Report

## (Three point rating scale)

The Evaluation Report is used to summarize the administrator's/supervisor's rating of performance for each criterion at the end of the LMS evaluation process.

LMS \_\_\_\_\_ Administrator/Supervisor \_\_\_\_\_

Grade/Subject \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Classification: Tenured ☐ Non-Tenured ☐

The LMS:

Criteria	Meets Expectations	Progressing Toward Meeting Expectations	Does Not Meet Expectations
1. The LMS assesses the media program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The LMS participates in the development and implementation of technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The LMS plans and implements the media center program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The LMS establishes and maintains an environment in which students and staff can work at productive levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The LMS manages the selection, acquisition, circulation, and maintenance of materials and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The LMS trains and supervises media center personnel (staff, students, and/or volunteers) to perform duties efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The LMS prepares statistical records and reports needed to manage the media program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* If more space is needed, please add additional pages.



		Meets Expectations	Progressing Toward Meeting Expectations	Does Not Meet Expectations
8.	The LMS plans, budgets, and maintains records according to needs and objectives of the media program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	The LMS manages student behavior in a constructive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	The LMS implements effective teaching techniques and varied instructional strategies that address the diversity of the learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	The LMS promotes the development of effective research skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	The LMS serves as an instructional consultant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	The LMS demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	The LMS communicates effectively with students, staff, administrators, and parents/patrons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	The LMS participates in professional growth activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	The LMS adheres to all policies, procedures, and regulations of the building and district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	The LMS collaborates in the development and/or implementation of the building and district vision, mission, and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Administrator's/Supervisor's Summary (commendable items may be included):

Recommendation for employment:

Renewal of employment      Yes ☐      No ☐

LMS's comments:

_____	_____	Date ____/____/____
Signature of LMS	Signature of Administrator/Supervisor	

Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation within (district determines number) working days and that my comments will be attached to the evaluation form in my personnel file.

1 copy — LMS

1 copy - Administrator/Supervisor

1 copy — Personnel File

# Option 2: Evaluation Report (4 point rating scale with scoring guide)

LMS \_\_\_\_\_ Administrator/Supervisor \_\_\_\_\_  
 Grade/Subject \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 School \_\_\_\_\_

Criteria	Exceeds	Meets	Progressing	Does not Meet
1. The LMS assesses the media program.	The LMS is highly skilled in the interpretation of collected data. The information is used to actively modify the program to address the areas of need.	The LMS involves staff, students, administrators, and parents/patrons in the evaluation of the LMC program. Evaluation is an ongoing process and is used to improve the program.	The LMS is inconsistent in involving staff, students, administrators, and parents/patrons in the evaluation of the LMC program. There is minimal evidence of program improvement based on evaluation.	The LMS shows little or no evidence of program evaluation and no evidence of change or improvement.
2. The LMS participates in the development and implementation of technology.	The LMS actively leads the building and/or district in the growth and integration of technology into the curriculum.	The LMS participates in the development, promotion, and implementation of technology.	The LMS makes some use of technology within the LMC program but does not assist or promote the use of technology with others.	The LMS does not use technology within the LMC program.
3. The LMS plans and implements the media center program.	The LMS effectively plans and administers an innovative and dynamic LMC program. The LMS is a vital member of the instructional team and seeks alliances for resources beyond the school community.	The LMS establishes and implements LMC program short- and long-range goals and related objectives which align with school, district, state and national guidelines.	The LMS is ineffective in planning and implementing short- and long range goals which address program improvement.	The LMS fails to develop and use planning strategies for the administration of the LMC program.
4. The LMS establishes and maintains an environment in which students and staff can work at productive levels.	The LMS creatively designs and promotes the LMC and maintains an appealing environment that is conducive to learning.	The LMS consistently establishes and maintains an environment in which students and staff can work at productive levels.	The LMS inconsistently provides an environment that enables students and staff to work at productive levels.	The LMS does not develop or maintain an environment conducive to productivity.

Criteria	Exceeds	Meets	Progressing	Does not Meet
5. The LMS manages the selection, acquisition, circulation, and maintenance of materials and equipment.	The LMS demonstrates superior skill in selection, acquisition, and processing of materials.	The LMS consistently manages the selection, acquisition, circulation, and maintenance of materials and equipment.	The LMS inconsistently manages the selection, acquisition, circulation, and maintenance of materials and equipment.	The LMS demonstrates insufficient skills in the selection, acquisition, circulation, and maintenance of materials and equipment.
6. The LMS trains and supervises media center personnel (staff, students, and/or volunteers) to perform duties efficiently.	The LMS implements a formal training program for media center staff. Supervision of media center staff is consistent and positive.	The LMS consistently trains and supervises media center personnel to perform duties efficiently.	The LMS inconsistently trains and supervises media center personnel to perform duties efficiently.	The LMS shows little or no evidence of competence in training and supervising media center personnel.
7. The LMS prepares statistical records and reports needed to manage the media program.	The LMS prepares consistently accurate and useful statistical records and analytical reports valuable in evaluating the LMC program.	The LMS consistently prepares statistical records and reports needed to manage the LMC program.	The LMS inconsistently and/or poorly prepares statistical records and reports for the LMC program.	The LMS does not maintain statistical records and reports for the LMC program.
8. The LMS plans, budgets, and maintains records according to needs and objectives of the media program.	The LMS develops exceptional strategies for budget planning, implementation, and record keeping which enhance the LMC program.	The LMS consistently plans, budgets, and maintains records according to the needs and objectives of the LMC program.	The LMS poorly prepares budget records according to the needs and objectives of the LMC program.	The LMS does not prepare a budget and maintain accurate records of expenditures.

Criteria	Exceeds	Meets	Progressing	Does not Meet
9. The LMS manages student behavior in a constructive manner.	The LMS plans and implements strategies to promote self discipline.	The LMS manages student behavior in a constructive manner.	The LMS is inconsistent in controlling student behavior.	The LMS shows little or no control of student behavior.
10. The LMS implements effective teaching techniques and varied instructional strategies that address the diversity of the learner.	The LMS develops creative instructional techniques and considers learning styles to encourage self-directed learning.	The LMS consistently implements effective teaching techniques and varied instructional strategies that address the diversity of learners.	The LMS uses limited teaching techniques and strategies to address student learning.	The LMS shows little or no evidence of using even a limited set of instructional strategies. The LMS does little to address the diversity of learners.
11. The LMS promotes the development of effective research skills.	The LMS displays superior ability in teaching students to access, evaluate, and use information and technology.	The LMS consistently promotes the development of effective research skills.	The LMS inconsistently teaches effective research skills.	The LMS lacks skill in teaching effective research skills.
12. The LMS serves as an instructional consultant.	The LMS initiates instructional assistance or is sought out by staff members as an instructional leader.	The LMS consistently serves as an instructional consultant.	The LMS is seldom perceived as an instructional leader by the staff.	The LMS is not involved in the instructional process of the school.

Criteria	Exceeds	Meets	Progressing	Does not Meet
13. The LMS demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.	The LMS exhibits the ability to encourage and develop involved users of the LMC by interacting in a professional and respectful manner.	The LMS consistently demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.	The LMS intermittently demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.	The LMS shows little or no interest in working with students, staff, administrators, and parents/patrons.
14. The LMS communicates effectively with students, staff, administrators, and parents/patrons.	The LMS employs a variety of innovative communication methods to promote the LMC program. The LMS excels in keeping people informed.	The LMS consistently communicates effectively with students, staff, administrators, and parents/patrons.	The LMS inconsistently communicates with students, staff, administrators, and parents/patrons.	The LMS shows little or no interest in communicating effectively with students, staff, administrators, and parents/patrons.
15. The LMS participates in professional growth activities.	The LMS is a leader and actively participates in professional activities at building, district, state, regional, and national levels. The LMS holds positions of leadership in professional organizations.	The LMS consistently participates in professional growth activities.	The LMS inconsistently voluntarily participates in professional growth activities	The LMS seldom voluntarily participates in professional growth activities.
16. The LMS adheres to all policies, procedures, and regulations of the building and district.	The LMS understands and is an advocate for intellectual freedom and copyright compliance and is articulate in communicating the importance of all policies/procedures to the staff.	The LMS consistently adheres to all policies, procedures, and regulations of the building and district.	The LMS intermittently complies to policies, procedures, and regulations of the building and district.	The LMS does not comply with policies, procedures, and regulations of the building and district.
17. The LMS collaborates in the development and/or implementation of the building and district vision, mission, and goals.	The LMS takes a leading role in the development and/or implementation of the building and district vision, mission, and goals.	The LMS collaborates in the development and/or implementation of the building and district vision, mission, and goals.	The LMS shows little interest in the development and/or implementation of the building and district vision, mission, and goals.	The LMS shows no interest in the development and/or implementation of the building and district vision, mission, and goals.

Administrator's/Supervisor's Summary (commendable items may be included):

Recommendation for employment:

Renewal of Employment      Yes ☐      No ☐

LMS's comments:

\* \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Signature of LMS      Signature of Administrator/Supervisor

\*      Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation within (district determines number) working days and that my comments will be attached to the evaluation form in my personnel file.

1 copy — LMS

1 copy — Administrator/Supervisor

1 copy — Personnel File







